



COPY

Texas Education Agency Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here: RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 MAR 29 PM 2:31
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
DeSoto ISD	057906	N/A	
Vendor ID #	ESC Region #	DUNS #	
75001316	10	006195077	
Mailing address	City	State	ZIP Code
200 E. Beltline Road	DeSoto	TX	75115-

Primary Contact

First name	M.I.	Last name	Title
Debbye		Garner	Executive Director Magnet and Innovative Programs
Telephone #	Email address		FAX #
974-274-8212 ext 322	dgarner@desotoisd.org		972-274-8209

Secondary Contact

First name	M.I.	Last name	Title
Dr. JoAnn		Rucker	Assistant Superintendent Curriculum and High School
Telephone #	Email address		FAX #
972-223-6666	jo-green-rucker@desotoisd.org		972-274-8209

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. David	C.	Harris	Superintendent of Schools
Telephone #	Email address		FAX #
972-223-6666 ext 218	david.harris@desotoisd.org		972-274-8209
Signature (blue ink preferred)		Date signed	

David C. Harris
 Only the legally responsible party may sign this application.

March 21, 2016

701-16-102-118

RFA #701-16-102; SAS #782-17

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): NOT APPLICABLE	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A






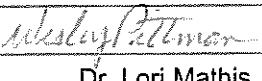

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	057906	Dr. David C. Harris	972-223-6666 ext 218	\$170,000
	DeSoto ISD		david.harris@desotoisd.org	
Member Districts				
2.	057906041	Brandon Ward	(972) 223-0690	\$165,397
	DeSoto East Middle School		brandon.ward@desotoisd.org	
3.	057906042	Reginald Lewis	(972) 230-1820 x 402	\$168,972
	DeSoto West Middle School		rlewis@desotoisd.org	
4.	057906043	Nicholas Johnson	(972) 274-8090	\$174,300
	McCowan Middle School		nicholas.johnson@desotoisd.org	
5.	057906107	Arista Owens-McGowan	(972) 230-1692	\$157,895
	Cockrell Hill Elementary		Arista.owens-mcgowan@desotoisd.org	
6.	057906108	Wesley Pittman	(972) 230-1692	\$165,257
	Frank Moates Elementary		wpittman@desotoisd.org	
7.	057906103	Dr. Lori Mathis	(972) 224-6709	\$157,895
	Northside Elementary		Lori.mathis@desotoisd.org	

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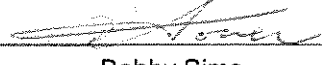
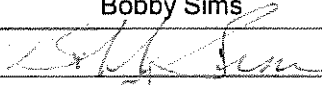
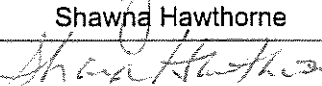
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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 057906			Amendment # (for amendments only): N/A	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
8.	057906109	Robert Torres	(972) 223-3800	\$165,397
	Woodridge Elementary		rtorres@desotoisd.org	
9.	057906102	Bobby Sims	(972) 223-6505	\$160,576
	Ruby Young Elementary		bobby.sims@desotoisd.org	
10.	057906106	Shawna Hawthorne	(972) 224-0960	\$157,895
	The Meadows Elementary		shawthorn@desotoisd.org	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,643,584

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	NOT APPLICABLE	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE.	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

DeSoto Independent School District (ISD), a local education agency and recipient of Title I funds, is requesting consideration from the Texas Education Agency (TEA) for funding of the DeSoto ACE Program – an engaging out-of-school program specifically designed to improve student academic achievement and support overall student development in a predominantly minority, educationally disadvantaged community. **Benefits to Population.** Through the proposed DeSoto ACE Program, elementary and middle school students identified in most need of academic assistance will benefit from a wide array of supplemental after school, weekend, and summer academic incorporating: engaging evidence-based after school academic supports and enrichment activities; Saturday Academies; STEAM Summer Learning Institute incorporating evidence-based curricula and academic interventions; and shared resources through a recently secured U.S. Department of Education (USDOE) seven-year GEAR UP grant (2014) and an Investing in Innovation Fund (i3) three-year grant (2015), as permissible. ACE Program activities will focus on areas of need as determined by community and campus needs assessments and will be aligned with Texas Essential Knowledge and Skills (TEKS) and State of Texas Assessment of Academic Readiness (STAAR). All ACE Program activities will reinforce and complement the regular academic program of participating students and will be balanced across Texas ACE's four core components: • Academic Assistance; • Enrichment; • Family and Parental Support Services; and • College and Workforce Readiness. **Alignment with Texas ACE 21st CCLC and District Goals.** The DeSoto ACE Program is strategically designed to meet Texas ACE goals to help students meet state and local academic achievement standards and to help students graduate ready for college and career. As such, the **overarching goal for the DeSoto ACE Program** is to provide an accessible and engaging 21st Century Community Learning Center (CCLC) for DeSoto ISD students, families, educators, and community which improves the following outcomes for students: • Academic performance; • Attendance; • Positive behavior; • Grade promotion rates; and • Graduation rates. This goal directly aligns with DeSoto district goals which include: • Academic Performance; • Culture and Climate; • Human Capital; • Organizational Design and Delivery; • Communication; • Data Management; and • Family and Community Involvement. **District demographics and needs related to goals/purpose of grant.** DeSoto ISD currently serves approximately 9,577 predominantly minority students in 12 campuses including one early childhood academy, 6 elementary schools, 3 middle schools, and 2 high schools. DeSoto ISD is a small, suburban district located 15 miles south of Dallas in north Texas. As demonstrated in the table below, student populations for the 9 target schools consist of: **78%** (4,552) African American, **17%** (992) Hispanic, **76%** (4,435) low-income, and **47%** (2,742) at-risk students. Additionally, all campuses significantly exceed the **40%** economically disadvantaged status (TEA TAPR 2014-15).

Target DeSoto ISD Schools	Students	African American	Hispanic	Low-Income	At-Risk
DeSoto East Middle School	687	83%	14%	77.1%	60.8%
DeSoto West Middle School	709	83.9%	10.4%	68%	58.1%
McCowan Middle School	846	74.9%	20.9%	74.6%	58.3%
Cockrell Hill Elementary School	565	86.9%	9.0%	70.3%	42.3%
Frank D Moates Elementary School	641	50.9%	42.6%	82.1%	46.8%
Northside Elementary	536	82.1%	13.6%	85.4%	22.8%
Woodridge Elementary	691	80%	14.9%	77.1%	33.9%
Ruby Young Elementary	616	76.5%	16.6%	69.3%	44.5%
The Meadows Elementary	545	82.6%	11.2%	79.4%	50.6%
Total	5,836	78%	17%	76%	47%

TEA 2014-15 Texas Academic Performance Reports (TAPR) data further demonstrated that DeSoto middle schools' student performance in STAAR-EOC were significantly below state results for Math, Science and Social Studies where only **66%**, **65%**, and **55%** met STAAR standards, respectively, compared to **79%**, **82%** and **76%** for Texas. Elementary school students similarly scored below state results in Reading, Writing, and Science where only **72.6%**, **62%**, and **55%** met STAAR standards, respectively, compared to **79%**, **70%**, and **72%** for Texas.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Needs assessment process. During the planning of the DeSoto ACE Program, the district conducted comprehensive, systemic community and campus needs assessments to: identify specific needs of students, families, and community; determine the need for after-school centers; and identify gaps in services. The process was led and overseen by the Executive Director of Innovative Programs. The ACE Program Advisory Council, consisting of key district leaders (Superintendents, Principals, educators), community members, partners, and stakeholders, supported in designing and determining the efficacy of the assessment process and will meet quarterly to review assessment and evaluation results and assess if the process needs to be updated. The assessments identified notable gaps and weaknesses related to district/campus resources and student support mechanisms that led to the design of the proposed ACE Program.

DeSoto ACE Program. DeSoto ISD, with limited after-school programs to serve its current 6,000+ elementary and middle school students of which 47% are at-risk, is in a critical position to assertively resolve these matters and create an educational structure that supports **all learners** to improve academic performance, promotion rates, and graduation rates, creating a generation of college and workforce ready students. The DeSoto ACE Program will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of engaging supplemental academic, artistic, and enrichment opportunities to DeSoto students and their families, particularly those identified as at risk of academic failure or drop out. The DeSoto ACE Program will be hosted at 9 community learning centers district-wide including 3 middle schools and 6 elementary schools, serving a total of 1,260 students in grades K – 8 and 360 parents annually. The ACE Program will provide age and developmentally appropriate academic assistance, enrichment, family and parental support, and college/workforce readiness activities for 3 hours per day, before and after school (Mon-Fri), and 3 hours on Saturday (18 hours/week), for 33 weeks during the regular school year as well as a STEAM Summer Learning Institute for 6 weeks, 4 hours per day (Mon-Thurs). ACE activities will begin September 6, 2016, and will continue through the Summer of 2017 and ongoing thereafter, resulting in 39 total weeks of service annually. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions.

New and expanded services include: 1) targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic assistance; 2) engaging, interactive enrichment activities; 3) Saturday Academies which provide opportunities for parent/student engagement and learning; and a 4) STEAM Summer Learning Institute to minimize summer learning loss and support learning in STEAM fields (Science, Technology, Arts, Engineering, Math). **Management Plan.** Currently operating USDOE GEAR UP and i3 federal grants from which ACE participants will also benefit, DeSoto ISD is uniquely qualified to operate and manage an educational grant of this magnitude. The district has established a comprehensive management plan to ensure the program provides consistent, high-quality management. Supervised by the Executive Director of Innovative Programs, the ACE Program will hire a full-time Project Director to provide overall leadership and oversight to ensure optimal programming. Site Coordinators will be hired for each Center to coordinate and ensure high-quality project services are effectively implemented. A Family Engagement Specialist will plan, coordinate, and implement culturally relevant family programming at each site. Each Center will be regularly monitored by the Project Director and Site Coordinators to ensure the program receives consistent, high-quality management.

Methods for Evaluation. Program evaluation will be conducted by an independent evaluator. Methods will include formative and summative evaluation based on processes outlined in PRIME Blueprint for Texas ACE and will address whether or not: • activities are being implemented as planned; • the project is making progress towards achieving its objectives; and • services are positively impacting proposed outcomes. To measure progress in defined program areas, data on TEA identified performance measures will be used to assess project implementation against each objective. Evaluation will include comprehensive analysis of key program and participant data. **TEA and Statutory Requirements.** This application completely and accurately answers all TEA and statutory requirements. **Development of Budget.** The budget was developed in cooperation with DeSoto ISD Superintendents, Executive Director of Innovative Programs, Principals, and ACE Advisory Council. Costs are based on "cost per student" and "cost per center" formulas provided in the PRIME Blueprint for Texas ACE to ensure each center has sufficient resources to run an efficient and effective 21st CCLC program.

Ongoing Commitment to Program. The DeSoto ISD Board of Directors has endorsed and is committed to the goals and ongoing sustainability of the ACE Program as validated by a written letter of support for sustainability signed by the district's LEA (attached). The district will apply for grant resources and has enlisted the support of community partners to ensure committed program funding from other sources beyond grant funding.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,108,800	\$15,000	\$1,123,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$212,000	\$27,000	\$239,000
Schedule #9	Supplies and Materials (6300)	6300	\$205,084	\$0	\$205,084
Schedule #10	Other Operating Costs (6400)	6400	\$75,700	\$0	\$75,700
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,601,584	\$42,000	\$1,643,584
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,601,584	\$42,000	\$1,643,584

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$857,084	\$0	\$857,084
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,601,584
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$80,079

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		27	\$270,000
2	Educational aide			\$
3	Tutor @10-15 hr. @3-4 tutors per Center		26	\$150,000
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	9		\$450,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant		1	\$15,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$995,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$128,800
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$128,800
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,123,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057906		Amendment # (for amendments only): N/A
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Practical Parent Education will provide tools, parenting curriculum, and training to create and sustain an effective parental involvement program in schools as well as evaluation instruments to determine the effectiveness of parenting programming. Approx. \$2,500 per Center	\$20,500
2	Child and Family Guidance Center will provide students, parents and families with a wide array of family-based supports and strategies including parenting and communications skills. Approx. \$2,500 per Center	\$22,500
3	Mary Louise School of Dance will provide students with quality dance instruction in a sound learning environment that builds confidence while developing discipline, poise and creativity. – Approx. \$1,500 per Center	\$15,000
4	Lancaster School of Music will provide students with and introduction to musical instruments and instruction in various genres of music. - Approx. \$1,500 per Center	\$15,000
5	YMCA will provide access to recreational facilities and interactive health and fitness programming throughout the school year and during the Summer STEAM Learning Institute. Approx. @\$2,500 per Center	\$22,500
6	Character Education and Student Awareness Workshops (drug and violence prevention programs and bullying prevention) Approx. \$3,500 per Center	\$31,500
7	Dallas Community College – Provide technical course certification training and parent skill building.	\$20,000
8	Workforce Solutions – Provide career and workforce related services, job skills training to parents.	\$20,000
9	Staff Development for project staff and teachers @\$5,000 per year x 9 Centers	\$45,000
10	External Evaluator @ \$3,000 per Center x 9 Centers	\$27,000
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$239,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$239,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057906		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$205,084
Grand total:		\$205,084

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057906		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$75,700
Grand total:		\$75,700

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only): N/A

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			9,577	
Category	Number	Percentage	Category	Percentage
African American	7,431	77.6%	Attendance rate	96.3%
Hispanic	1,675	17.5%	Annual dropout rate (Gr 9-12)	3.4%
White	286	3%	Students taking the ACT and/or SAT	64.7%
Asian	32	0.3%	Average SAT score (number value, not a percentage)	1250
Economically disadvantaged	6,903	72.1%	Average ACT score (number value, not a percentage)	17
Limited English proficient (LEP)	706	7.4%	Students classified as "at risk" per Texas Education Code §29.081(d)	45.2%
Disciplinary placements	239	2.3%		

Comments

NONE.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	374	62%	No degree	5	0.8%
Hispanic	38	6.6%	Bachelor's degree	399	66.1%
White	169	28%	Master's degree	190	31.5%
Asian	3	0.5%	Doctorate	10	1.6%
1-5 years exp.	162	26.8%	Avg. salary, 1-5 years exp.	\$46,426	N/A
6-10 years exp.	165	27.4%	Avg. salary, 6-10 years exp.	\$49,312	N/A
11-20 years exp.	158	26.1%	Avg. salary, 11-20 years exp.	\$52,866	N/A
Over 20 years exp.	70	11.6%	Avg. salary, over 20 years exp.	\$61,294	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	515	647	605	676	665	701	736	774	792	0	0	0	0	6,111
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	515	647	605	676	665	701	736	774	792	0	0	0	0	6,111

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the planning stages of this application and development of the proposed DeSoto ACE Program, DeSoto ISD conducted comprehensive community and campus needs assessments to identify the specific needs of students, families, and the community as well as to identify schools most in need of out-of-school time services. Several data sets including campus level data, student level deficiencies, and student and parent voice were reviewed. Multiple objective data sources were consulted including annual state standardized test scores (STAAR-EOC), Texas Education Agency (TEA) 2014-15 district and campus Texas Academic Performance Reports (TAPR), DeSoto ISD's district and campus improvement plans, school performance reports, Kids Count data, U.S. Census Bureau data, and DeSoto ISD student and parent surveys. In addition, focus groups were held with students, parents, and school administrators and teachers.

COMMUNITY ASSESSMENT: A thorough systematic community needs assessment was conducted to determine the need for after-school centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. With a current enrollment of 9,577, DeSoto ISD is a small, suburban district 15 miles south of Dallas in north Texas. DeSoto is primarily populated by minority residents who are isolated economically and educationally, oftentimes having to travel to Dallas for employment and educational opportunities. A high percentage of African-American, Hispanic, single parent, and under-educated residents live in this area. According to the U.S. Census 2010-14 American Community Survey estimates, DeSoto's total population including Glenn Heights consists of **60,237** residents of which **68%** are African-American, **10%** are Hispanic, and **42%** are high school graduates with no college. Of the **6,037** households with children under the age of 18, **21%** are minority, single, female-led family households and over **29%** of families fall below the poverty level. **Student and Parent Surveys:** As part of this community assessment, DeSoto ISD conducted student and parent surveys during the planning stages (Spring 2015) to determine the needs of local students, parents, and families. Parent surveys indicated a high need for safe and engaging after-school programs for their children (84%), adult education (49%), and college preparation programs for youth and adults (74%). Parents also reported wanting opportunities to learn more about what their child is doing in school (76%), how to help their children with their academic studies (72%), and how to better prepare their child for success in college and career (79%). Student surveys demonstrated that both elementary students (82%) and middle school students (65%) felt there was a need for an after-school program at their campus. Elementary school students' interests in programming included assistance with homework (62%), enrichment and engaging learning projects such as lego-building, robotics, and science projects (72%), arts activities such as dance, music, and visual art (78%), and athletics/sports (84%). Middle school students surveyed indicated the following desires in after-school programming: tutoring/homework assistance (75%); help with test-preparation and study skills (82%); college and career readiness activities (78%); arts activities such as dance, visual arts, theatre, and music (68%); and sports and athletics (85%). **Asset Mapping:** An examination of resources already available in this community was conducted via asset mapping to prioritize pressing needs; avoid duplication of other projects with similar activities; and leverage and maximize resources within this community. The asset mapping found that after school opportunities available in this community are located at minimum 5 miles away with most at significant costs. Also, these sites do not provide the wide array of services proposed through the DeSoto ACE Program.

CAMPUS ASSESSMENT: A comprehensive campus assessment was conducted using the TEA 2014-15 TAPR. Data revealed that student populations for the 9 target schools consist of: **78%** (4,552) African American, **17%** (992) Hispanic, **76%** (4,435) low-income, and **47%** (2,684) at-risk students. Additionally, all campuses significantly exceed the **40%** economically disadvantaged status. Predictors of academic preparedness for school and college in Texas is based on STAAR-EOC (State of Texas Assessments of Academic Readiness and End-of-Course) which is administered annually to measure a student's ability to meet state academic standards in core subjects in grades 3-12. Data for 2014-15 demonstrated that DeSoto middle schools' student performance in STAAR-EOC were significantly below state results for Math, Science and Social Studies where only **66%**, **65%**, and **55%** met STAAR standards, respectively, compared to **79%**, **82%** and **76%** for Texas. Elementary school students similarly scored below state results in Reading, Writing, and Science where only **72.6%**, **62%**, and **55%** met STAAR standards, respectively, compared to **79%**, **70%**, and **72%** for Texas. Despite DeSoto ISD's strong emphasis on innovative college and career preparatory programs, students continue to struggle academically and need supplemental support in the form of engaging and effective interventions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improvement needed in overall student academic performance and achievement. DeSoto ISD students are underperforming peers statewide in core subjects in statewide assessments (STAAR-EOC).	<ul style="list-style-type: none"> • Students will participate in targeted homework, tutorial, and evidence-based literacy assistance every day (45 minutes elementary, 1 hour middle school). • All students receive STAAR-EOC preparation/tutoring. • All students participate in enrichment activities (arts, sports, projects, etc.) that complement their school work. • Students/families participate in engaged and project-based learning and build skills at Saturday Academy.
2.	Improvement needed in student promotion and graduation rates. DeSoto ISD students are at-risk of failing, being placed in remedial instruction, having to re-take courses due to failure, and ultimately not graduating.	<ul style="list-style-type: none"> • All students participate in targeted homework, tutorial, and evidence-based literacy assistance every day • All students receive classroom/STAAR-aligned tutoring and homework assistance and test preparation support • All students participate in enrichment activities (arts, sports, leadership, etc.) that complement their school work. • Target students in most need of academic support and provide them with personalized tutoring and instruction. • Expose middle school students/parents to college and careers through college visits and career fairs
3.	Improvement needed in overall student behavior and decrease in delinquency referrals. DeSoto ISD students are at-risk of displaying delinquent and maladaptive behaviors while at school.	<ul style="list-style-type: none"> • Social-emotional learning and project-based activities that promote healthy lifestyle choices • Parental engagement, outreach, training, and skills to increase parental school involvement (Saturday Academy) • Parent/youth communication support/Saturday Academy • Parental University and Strong Fathers/Strong Families to support learning and education success at home
4.	Improvement needed in parental involvement in their child's learning and academic success.	<ul style="list-style-type: none"> • Parental engagement, outreach, training, and skills to increase parental school involvement (Saturday Academy) • Parent/youth communication support, parenting skills, adult services, resources offered at Saturday Academy • Parental University and Strong Fathers/Strong Families to support learning and education success at home • Opportunities for increased parent involvement during educational field trips, college tours, and STEAM Summer Learning Institute
5.	Improvement needed in student attendance.	<p>Through ACE Program all students will participate in:</p> <ul style="list-style-type: none"> • Age/developmentally appropriate enrichment activities to strengthen school engagement, leadership skills, character development, critical thinking/problem solving skills, etc. • Wellness, physical fitness, and recreation activities • Project-based enrichment activities with real world connections to teach students multiple skills • Parent involvement (Saturday Academy), Strong Fathers/Strong Families promote improved school attendance

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Schedule #14—Management Plan

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: Bachelor's degree in Education, related field, Masters preferred. Minimum three years experience in an educational and/ or social work setting; Experience in program development, marketing, implementation, data reporting, evaluation, and fiscal/budget management; Management of 21 st CCLC or After School/Summer School programs preferred.
2.	Site Coordinators	Qualifications: Bachelor's degree in education, Masters preferred. Texas Teaching Certificate with a minimum of three years of experience in teaching in high school setting with at-risk children. Experience implementing and organizing educational non-traditional programs.
3.	Family Engagement Specialist	Qualifications: Bachelor's degree in education, three years of experience in coordinating family self-efficiency programs, experience working in an educational, social service or family support setting with diverse groups, and experience in working with community agencies.
4.	Evaluator	Qualifications: Ten years of successful experience in evaluating federal and state programs (21 st CCLC programs), broad knowledge of scientifically-based evaluation methodologies and implementation, highly educated/qualified, experienced/trained in evaluation procedures.
5.	Other	Qualifications: Tutors: Texas Teaching Certificate or two years of college, experience tutoring.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1. Coordinate ACE academic supports with teachers.	08/01/2016	08/12/2016
		2. ACE academic lessons and supports finalized.	08/15/2016	09/02/2016
		3. Students at risk of failure or dropout identified.	08/16/2016	09/02/2016
		4. Individual Education Plans created for all students.	09/06/2016	10/01/2016
		5. Students receive tutoring/homework support.	09/06/2016	07/21/2017
2.	Improve student attendance by engaging students and parents in programming	1. Implement extensive ACE marketing/outreach plan.	08/01/2016	09/02/2016
		2. Finalize engaging enrichment programming.	08/15/2016	09/02/2016
		3. Students engaged in enrichment programming.	09/06/2016	07/21/2017
		4. Parent University established and meets regularly.	10/01/2016	07/31/2017
		5. Saturday Academies/parenting involvement starts.	09/10/2016	05/28/2017
3.	Improve student behavior by engaging students and parents in programming	1. Social-emotional learning promoting healthy choices	09/06/2016	07/21/2017
		2. Training to increase parental school involvement.	09/10/2016	05/28/2017
		3. Parent and youth communication skills training.	09/10/2016	05/28/2017
		4. Parent University provides parent training.	09/10/2016	05/28/2017
		5. Strong Fathers/Strong Families support provided.	09/10/2016	05/28/2017
4.	Improve student promotion rates by providing academic supports	1. Targeted evidence-based academic literacy support	09/06/2016	07/21/2017
		2. STAAR-aligned tutoring and test preparation.	09/06/2016	07/21/2017
		3. Enrichment activities that compliment school work.	09/06/2016	07/21/2017
		4. College and career awareness activities provided.	09/06/2016	07/21/2017
		5. Professional development for teachers.	09/06/2016	07/21/2017
5.	Improve student graduation rates through college/ career readiness	1. Serve students most in need of academic support.	09/06/2016	07/21/2017
		2. Students receive personalized instruction/tutoring.	09/06/2016	07/21/2017
		3. Students receive standardized test preparation.	09/06/2016	07/21/2017
		4. Career exploration and college preparation.	09/06/2016	07/21/2017
		5. Introduction to college/careers through college visits	09/10/2016	05/28/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and procedures for monitoring goals and objectives to ensure program compliance. DeSoto ISD is committed to utilizing performance feedback for continuous improvement and will work with the DeSoto ACE Program to implement processes and procedures that incorporate all essential control functions, oversight, and elements to ensure efficient and effective program implementation. To ensure continuous improvement attainment of goals, objectives, and program compliance, the following areas are monitored internally for each center: activities and programming; participant attendance toward performance goals and outcomes for regular attendees; staff performance evaluation and development; data entry and security; and spending and progress toward budget. Internal monitoring activities will be shared during the ACE PRIME Assessment or as required by TEA. An external evaluator will also gather qualitative/quantitative information from educators, parents, students, and ACE staff to prepare comprehensive quarterly and annual reports that address the accomplishments and progress made by the program towards each objective. To further support continuous improvement, the Project Director will meet with the ACE team weekly to assess weekly progress and challenges and solicit feedback, ideas, and input into program operation and evaluation; assess student, staff, parent, and faculty satisfaction quarterly through personal interviews, anonymous surveys, and focus groups; monitor disciplinary and academic performance of participating students quarterly to assess the effectiveness of services; and 4) continuously review program and evaluation data in relation to achieving proposed outcomes.

Adjustment of program plans to achieve program compliance. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success and/or compliance, this information will be shared between ACE Program and school staff including the Superintendent, Principal, Project Director, Site Coordinator, and Family Engagement Specialists, and an action plan to address the areas will be developed. Changes will be documented and communicated to administrative staff, teachers, students, and parents through informative emails, hard copy letters/memos, and/or announcements made at staff meetings, ACE Program activities, and family engagement events.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinating similar efforts to maximize effectiveness of grant funds and build sustainability. Plans of sustainability of the DeSoto ACE Program will be an ongoing focus of DeSoto ISD. The ACE Program will be housed at the district office under the Division of Magnet and Innovative Programs and, as such, will have access to all resources and student programs available within this division. For example, DeSoto ISD was successful in securing both a U.S. Department of Education seven-year GEAR UP grant in 2014 and an Investing in Innovation Fund (i3) three-year grant in 2015. Similar to Texas ACE objectives, each of these programs is designed to improve student achievement, academic growth, and performance, increase promotion and graduation rates, and ultimately increase college enrollment. To ensure the most effective use of public resources, the DeSoto ACE Program will be integrated within the Division with these school-based enrichment and academic programs (GEAR UP, i3), sharing resources (as allowable), coordinating efforts to limit duplication of services, and maximizing effectiveness of grant funds. Additionally, all 9 DeSoto ISD campuses will host ACE centers at their facilities at no-cost to the program. All resources will supplement, not supplant local, state, or federal expenditures or activities. **Building long term support/commitment from partners.**

To further leverage resources and build sustainability, DeSoto ISD has enlisted the support of several partners in the delivery of ACE Program student and parent services including: Practical Parent Education, Child Guidance Center, Workforce Solutions, Wells Fargo, Texas Trust, DeSoto Arts Commission, DeSoto Parks and Recreation, Mary Louise School of Dance, Lancaster School of Music, YMCA, and Texas Instruments. These partners have been recruited for their ongoing support, collaboration, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, literacy, behavioral, and enrichment programs. In coordination with other federally and state funded activities, each partner will have a unique role in supporting and delivering academic strategies and enrichment activities for the ACE Program and will be asked to sustain services and support throughout the grant period and beyond. DeSoto ISD will also apply for additional federal, state, and private grants and resources to sustain ACE activities beyond grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative Evaluation	1.	Student participation and attendance in ACE Program services.
		2.	Parent participation rate in ACE Program services.
		3.	Number of students scoring proficient in STAAR core subjects increases.
2.	Formative Evaluation	1.	Number of students promoted each year increases.
		2.	Attendance rates increase.
		3.	Parent involvement rates increase.
3.	Formative Evaluation	1.	Satisfaction levels and feedback from students and parents increases.
		2.	Behavior and/or disciplinary referrals decrease.
		3.	Number of students failing decreases.
4.	Summative Evaluation	1.	Academic achievement growth of ACE Program students in tested grades.
		2.	Promotion rate growth of ACE Program students.
		3.	Behavioral improvement rate growth of ACE Program students.
5.	Summative Evaluation	1.	Attendance rate growth of ACE Program students.
		2.	Parental involvement growth of ACE Program parents in ACE activities.
		3.	Student involvement growth in ACE activities.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for collecting data. Evaluation of the DeSoto ACE Program will be conducted by an independent evaluator. The evaluator will conduct formative and summative evaluation based on the process as outlined in PRIME Blueprint for Texas ACE. Each year, formative evaluation will focus on addressing whether or not the activities are being implemented as planned and whether the project is making progress toward achieving its objectives. Methods to collect qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) include: • annual participant surveys (students, parents, teachers, administrators); • Center participation and activity logs (weekly); • types of programs and activities – topics, frequency, participation rates, competencies gained (weekly); • number of students/parents served at each Center (weekly); • comparison of pre-post records of participating students' academic performance and behavior (attendance rates, course grades, STAAR achievement results, grade promotion, disciplinary actions, etc.) (monthly); • formal/informal observations by project staff, teachers, administrators (quarterly); type of curriculum utilized (weekly); and • other related program data to measure performance targets (monthly). Data on each performance measure identified by TEA will be utilized to assess project implementation against each objective. Additionally, summative evaluation will determine whether or not the ACE Program impacts: • increased utilization of school sites beyond "normal" school hours in a safe environment; • reduced numbers of unsupervised children in afternoons, on weekends and in the summer; • reduced disciplinary incidents; • increased student academic skill levels and performance on standardized tests (STAAR); and • increased parental involvement. The evaluation design will also solicit community, partner, staff, teachers, student/parent feedback through coordinated surveys, focus groups, and formal interviews. Annual evaluation data will be compared to baseline data for each performance measure. **Using findings to refine, improve, and strengthen program.** Analysis of data will be performed by evaluator on a quarterly basis to yield timely feedback to Site Coordinators and Project Director as a resource in data-driven decision-making. Ongoing formative evaluation will ensure each Center effectively achieves its goals and measurable objectives in a timely manner. When problems or issues are identified, the evaluator will immediately meet with the Project Director, Site Coordinators, and Principals to discuss recommendations and develop a formal plan of action to resolve or alter the service delivery for continuous improvement. The evaluator will conduct quarterly reviews and produce reports for the Project Director, Site Coordinators, Superintendents, and Principals. Evaluation data, reports, and recommendations made by the evaluator will be used by Project Director to support future data-driven program decisions.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **START HERE**

Activities to be funded. The DeSoto ACE Program is strategically designed to meet Texas ACE objectives to improve the following outcomes for students: • Academic performance; • Attendance; • Positive behavior; • Grade promotion rates; and • Graduation rates. The ACE Program will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of supplemental academic, artistic, and enrichment opportunities to DeSoto students and their families, particularly those identified as at risk of academic failure or drop out. Activities are aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing the regular academic program of participating students. During the school year (fall/spring), the ACE Program will provide academic assistance, enrichment, family and parental support, and college and workforce readiness activities for 18 hours per week (Mon-Sat) for 33 weeks at 9 participating centers. Activities will engage students in active learning through innovative, evidence-based instructional techniques, academic supports, and behavioral interventions. To support overall student academic achievement, including students' benchmark, STAAR scores, and grades in core subjects, the ACE Program will provide age and developmentally appropriate: 1) targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic assistance; 2) enrichment activities such as: • project based learning, • educational field trips • sports, physical fitness, and wellness activities, • arts (hip hop, dance, theatre, visuals arts), • youth leadership development, • college/workforce readiness (middle school) • computer literacy, etc.; 3) Saturday Academies which engage parents and students in learning such as: • expanded tutorial, enrichment, and social emotional learning opportunities for youth, • college awareness, including trips to local colleges/universities, • family literacy activities, adult education, parenting skills, computer and financial literacy, etc. for parents; and 4) an engaging, interactive educational STEAM Summer Learning Institute to support learning in STEAM fields (Science, Technology, Arts, Engineering, Math) and minimize summer learning loss. The STEAM Institute will operate for 6 weeks, 4 hours per day (Mon-Thurs). **Travel to and from center.** Student participants will attend ACE programming at their respective home campuses, therefore, there is no required travel to or from the center. Students are escorted by teachers to their designated ACE Program area at the end of the school day and are picked up from the center by their parents/guardians upon program closing. With written permission, middle school students have the option of walking home. Buses will be utilized for field trips.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DeSoto ACE Project Director, Family Education Specialists, Site Coordinators and all key partners will be devoted to the outreach and marketing efforts to ensure local residents are fully aware of community learning centers, educational opportunities, locations, schedules, and campus contacts. ACE Program staff will work closely with participating school administrators and staff at each center/campus, key partners, local community and faith-based organizations, and other youth-serving entities, to disseminate program information and implement an extensive marketing/community outreach initiative which will include: • promoting program utilizing the district's and key partners' websites and social media pages (Facebook, Twitter, etc.); • creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community; • distribution of flyers and posting of large informational signs throughout local neighborhoods and communities; • public service announcements and press releases; posting of information in local newspapers; and • announcements and presentations at DeSoto ISD new student/parent orientation, monthly/quarterly district Board, and parent meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, marketing information will be available in both English and Spanish. This extensive outreach campaign will commence immediately upon award. Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTSA and Parent University meetings, Back to School Nights, student assemblies, in-school announcements, and all staff meetings. Site Coordinators will also set-up informational displays at participating campuses, local community events, recreation centers, and community organizations. Upon program commencement, the program will regularly communicate program information through: • District website and monthly e-newsletters; • quarterly newsletters distributed to community and to all ACE Program students/parents; and • quarterly reports to DeSoto ISD Board of Directors detailing progress.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overarching **goal** for the DeSoto ACE Program is to provide an accessible and engaging 21st Century Community Learning Center (CCLC) for students, families, educators, and the community which improves the following outcomes for students: • Academic performance; • Attendance; • Positive behavior; • Grade promotion rates; and • Graduation rates. As such, DeSoto ISD and partners will provide a comprehensive ACE Program that will allow each student to participate in activities that best suit his/her needs for improving academic achievement and success. A balance will be sought between “extended learning” and “enriched learning”. Extended learning will be tightly aligned with the school day in the form of targeted tutoring and homework assistance provided by highly qualified tutors and off-duty teachers. Enriched learning will be more flexibly aligned with the school day and take many forms including project-based learning and hands-on experiential activities. Activities to improve student achievement levels will include remedial education activities and age and developmentally appropriate academic enrichment learning programs to support students to improve academic achievement through: • project-based enrichment activities; • tutoring and homework assistance; • targeted literacy, numeracy, and study skills development; and • STAAR-EOC test preparation. This approach will rely upon innovative teaching strategies as well as technology-based, hands-on activities aligned with students’ interests. Students needing additional assistance will receive individual or small group tutoring that will be directly aligned with classroom instruction. Extra time for academics will be balanced with a variety of engaging and structured co-curricular activities that promote youth development, supports improved academic performance, and complements the regular academic program such as: • youth leadership and character development; • arts programming (music, dance, theatre, visual arts); • sports, fitness, and recreation programs; • college awareness including tours of local colleges/universities; • educational field trips; • career exploration and workforce preparation (middle school); • STEAM project-based learning; and • social emotional learning opportunities (drug and violence prevention programs, bullying prevention, etc.). Each center will have autonomy to implement strategies aligned with their respective School Improvement Plan and will utilize its individual campus needs assessment and students’ academic data to implement academic and enrichment programs that improves student behavior and effectively increases student performance and overall success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As discussed in *Schedule #12 Management Plan, Part 4: Sustainability and Commitment* of this application, DeSoto ISD was successful in securing a U.S. Department of Education seven-year GEAR UP grant in 2014 and an Investing in Innovation Fund (i3) three-year grant in 2015. Similar to Texas ACE objectives, each of these programs is designed to improve student achievement, academic growth, and performance, increase promotion and graduation rates, and ultimately increase college enrollment. To ensure the most effective use of public resources, the DeSoto ACE, GEAR UP, and i3 programs will all be integrated within the Division of Magnet Schools and Innovative Programs. This configuration will not only maximize resources and services currently available for students and parents but will allow the Project Director to coordinate access to a variety of federal, state, and local funding sources and partner organization services being provided at the participating campuses. As a testimony of support for this project, all participating DeSoto ISD schools will provide use of all its facilities, classrooms, and administrative services for participating teachers, students, parents, and staff at no-cost to the proposed program. Further, with the exception of requested items delineated in the budget narrative, DeSoto ISD and participating campuses will provide items such as, but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, TI-Nspire calculators, lab supplies, software, text books, etc. Additionally, the DeSoto ACE Program has enlisted the support of several key partners including: Practical Parent Education, Child and Family Guidance Center, Workforce Solutions, Wells Fargo, Texas Trust, DeSoto Arts Commission, DeSoto Parks and Recreation, Mary Louise School of Dance, Lancaster School of Music, YMCA, and Texas Instruments. These partners have been recruited for their ongoing support, collaboration, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, literacy, behavioral, and enrichment programs. Partners will also contribute specialized equipment, supplies and other resources to support activities that will be validated in a formal MOU on file. All resources will supplement, not supplant local, state, or federal expenditures or activities. During program development, the ACE Program planning team assessed current funding streams to identify leveraged in-kind support to add-value to the program while overall benefiting students and parents.

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Amendment # (for amendments only): N/A

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. How the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities. The DeSoto ACE Program has been designed based on findings from review of objective data. In concert with the principles of effectiveness, comprehensive campus and community needs assessments were conducted during the planning stages of the program. Multiple objective data sources were consulted including annual state standardized test scores (STAAR-EOC), TEA 2014-15 district and campus Texas Academic Performance Reports (TAPR), DeSoto ISD's district and campus improvement plans, school performance reports, Kids Count, U.S. Census Bureau, and student and parent surveys. Focus groups were also held with students, parents, and DeSoto ISD school administrators and teachers. The process also included a needs inventory conducted by surveying school campuses to determine what out-of-school services existed for students and parents as well as gaps in services. In addition, the DeSoto ACE Program has been constructed based on objective performance measures designed to increase high-quality academic enrichment opportunities as discussed in the Texas 21st CCLC Program Guidelines. These performance measures will serve as an overall vehicle guiding the implementation of the ACE Program. Pre- and post-data for each measure will be collected, compiled, analyzed, and compared to baseline data to assess the effectiveness of activities and strategies. When measures are not being met, the Project Director, Site Coordinators, evaluator, campus principals, and DeSoto ACE Program Advisory Council will reassess programming and make modifications, accordingly.

2. Evidence-based research that supports the design of the program or activity. The design of the DeSoto ACE Program was based on current research and evidence-based programs related to out-of-school time, youth development, and dropout prevention. Research supports that students who participate in targeted and structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance. For example, annual performance report data released in 2013 of the Texas 21st CCLC Texas ACE Program found that, when compared to non-participants, ACE students in grades 9-10 had higher state assessment scores in English Language Arts, Reading, and Math. When comparing Texas ACE participants (grades 4 – 12) who attended 60 days or more with students who attended 30 – 59 days, those students who attended 60 days or more had:

- higher levels of state assessment scores in Reading, English Language Arts, and Math;
- fewer disciplinary incidents;
- fewer school day absences; and
- an increased likelihood (23% - 40%) of grade promotion.

Additional research found that students attending 21st CCLC programs improved their reading (43%) and math grades (42%) - (Learning Point Associates, November 2007). Similarly, an evaluation study by the National Center for Education Evaluation found that access to structured academic after-school math and reading programs improved the math and reading performance of students receiving targeted interventions (Black, A., et al, 2008). The Promising Afterschool Programs Study, a study of approximately 3,000 low-income, ethnically-diverse elementary and middle school students, found that regular participation in high-quality after-school programs is linked to significant gains in standardized test scores and work habits. (University of California at Irvine, 2007). As such the DeSoto ACE Program incorporates evidence-based, high-quality academic enrichment opportunities which actively engage students in learning beyond the school day.

3. Plan to collect local data for continuous assessment and local program evaluation. DeSoto ISD is committed to collecting and utilizing local data to drive decisions which support continuous quality improvement in programming and has constructed a comprehensive plan to collect both qualitative and quantitative program data. Methods of data collection will include:

- participation activity logs;
- number of students and parents served;
- frequent stakeholder satisfaction surveys (students, parents, teachers);
- comparison of pre-post records of participating students performance in attendance patterns, course grades, graduation rates, grade promotion, behavior and disciplinary actions, and dropout or transfer rates;
- district and campus performance (TAPR and TEA Report Cards)
- formal and informal observations by district, campus, and ACE staff;
- type of student programs;
- type of curriculum utilized;
- professional development activities; and
- other related program data to measure performance targets.

Formative and summative analysis and evaluation of data will be performed by the External Evaluator frequently to yield timely feedback to Project Director and Site Coordinators as a resource in decision-making. A comprehensive analysis of all data will be completed at the end of the project year with an interpretation of findings, resulting conclusions, and pertinent recommendations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

€ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

In developing the DeSoto ACE Program, DeSoto ISD administrators and staff explicitly sought out diverse organizations from throughout the community that could assist with the successful implementation of the program including project development, provision of services, evaluation of program effectiveness, and on-going sustainability efforts. As a result of its ongoing history in providing high quality and innovative educational programs, DeSoto ISD, a recipient of Title I funds, received exceptional support from government officials, universities, educational institutions, community-based organizations, and private businesses that have and will continue to fully support the district in this initiative (Letters of Support on file at DeSoto ISD). As a result of the needs assessment conducted during the planning stage and in response to this priority, DeSoto ISD has created a partnership with multiple local educational, workforce, social, community, and private entities to assist in eliminating the identified gaps and weakness while increasing academic performance of students. During year one, and aligned with TEA priority, DeSoto ISD and participating schools will partner with the following organizations and entities in the delivery of ACE Program services: • Practical Parent Education, • Child and Family Guidance Center, • Workforce Solutions, • Wells Fargo, • Texas Trust, • DeSoto Arts Commission, • DeSoto Parks and Recreation, • Mary Louise School of Dance, • Lancaster School of Music, • YMCA, and • Texas Instruments. These partners have been recruited for their ongoing support, collaboration, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, literacy, behavioral, and enrichment programs. From the onset, each of these partners were involved in the planning and development of this out-of-school initiative and will continue to do so through the established DeSoto ACE Program Advisory Council. These entities will not only play a critical part in planning, guidance, implementation, and evaluation but will also have a pivotal role in delivering academic strategies and enrichment services required to meet or exceed program objectives. An ongoing partner of DeSoto ISD, Texas Instruments will provide students with access to several state-of-the-art technologies and software learning systems designed to enhance overall learning for students of all ages. DeSoto ISD and ACE Program staff will also receive training in the utilization of these Texas Instruments technologies. To ensure that students maintain ongoing interest and are sustained in the program, several partners will deliver highly engaging, interactive enrichment activities. For example, with a goal of encouraging and promoting application of the arts, the DeSoto Arts Commission will provide ACE Program students with education and access to special performances in music, dance, theatrical productions and more. The Mary Louise School of Dance will provide students with quality dance instruction in a sound learning environment that builds confidence while developing discipline, poise and creativity. The Lancaster School of Music will provide students with and introduction to musical instruments and instruction in various genres of music. Several partners have also been recruited to support student and parent engagement in alignment with TEA's ACE Critical Success Factor (Students' and families' active participation and engagement in learning). For instance, Practical Parent Education will provide the Family Engagement Specialist with tools, parenting curriculum, and training to create and sustain an effective parental involvement program in schools and evaluation instruments to determine the effectiveness of parenting programming. Additionally, the Child and Family Guidance Center will provide students, parents, and families with a wide array of family-based supports and strategies including parenting skills and child/parent communication skills. The DeSoto Parks and Recreation and YMCA will provide the ACE Program with access to recreational facilities and interactive health and fitness programming throughout the school year and during the Summer STEAM Learning Institute. Wells Fargo and Texas Trust will support the Program through financial literacy education and workshops provided during Saturday Academies. As an additional parent resource, Workforce Solutions will provide parents access to a wide array of career and workforce related services including job skills training, job search assistance, job referral, GED, and adult basic education. Workforce Solutions will also provide middle school students and parents with career exploration and readiness services. Through these partnerships, DeSoto ISD proposes to increase the academic achievement level of target students while improving their behavior, attendance, including promotional and graduation rates and increase family member competencies.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Summary of available resources at Centers. DeSoto ISD conducted a comprehensive community and campus needs assessments during the planning stages of the DeSoto ACE Program to identify the specific needs of students, families, and the community as well as to identify schools most in need of out-of-school time services. Several data sets including campus level data, student level deficiencies, and student and parent voice were reviewed. Assessments conducted at each proposed campus/center identified multiple available resources to support the ACE Program including the use of all facilities, classrooms, and administrative services at no-cost to the program. Also, with the exception of requested items in the budget narrative, DeSoto ISD and participating school districts and campuses will provide resources such as computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, TI-Nspire calculators, lab supplies, software, text books, etc. Further, as permissible, the ACE Program will have access to additional equipment and resources available through DeSoto's GEAR UP and Investing in Innovation (i3) federally funded programs. All resources will supplement, not supplant local, state, or federal expenditures or activities. **Identified needs and weaknesses.** The assessment process identified notable gaps and weaknesses related to several campus/school infrastructures, resources, and support mechanisms that led to the design of the proposed ACE Program. TEA 2014-15 TAPR District Reports for ALL campuses revealed that DeSoto ISD serves 9,577 students (preK – 12th grade). As demonstrated in the table below, student populations for the 9 target schools consist of: **78%** (4,552) African American, **17%** (992) Hispanic, **76%** (4,435) low-income, and **47%** (2,684) at-risk students. Additionally, all campuses significantly exceed the **40%** economically disadvantaged status (TEA TAPR Campus Reports 2014-15). Compounding issues, **42%** of DeSoto residents are high school graduates with no college and over **29%** of families fall below the poverty level. Research indicates that children who reside in low-income, under-educated homes are at a tremendous disadvantage academically due to the family's focus on survival rather than academic success (NCES, 2009).

Target DeSoto ISD Schools	Students	African American	Hispanic	Low-Income	At-Risk
DeSoto East Middle School	687	83%	14%	77.1%	60.8%
DeSoto West Middle School	709	83.9%	10.4%	68%	58.1%
McCowan Middle School	846	74.9%	20.9%	74.6%	58.3%
Cockrell Hill Elementary School	565	86.9%	9.0%	70.3%	42.3%
Frank D Moates Elementary School	641	50.9%	42.6%	82.1%	46.8%
Northside Elementary	536	82.1%	13.6%	85.4%	22.8%
Woodridge Elementary	691	80%	14.9%	77.1%	33.9%
Ruby Young Elementary	616	76.5%	16.6%	69.3%	44.5%
The Meadows Elementary	545	82.6%	11.2%	79.4%	50.6%
Total	5,836	78%	17%	76%	47%

Campus 2014-15 data further demonstrated that DeSoto middle schools' student performance in STAAR-EOC were significantly below state results for Math, Science and Social Studies where only **66%**, **65%**, and **55%** met STAAR standards, respectively, compared to **79%**, **82%** and **76%** for Texas. Elementary school students similarly scored below state results in Reading, Writing, and Science where only **72.6%**, **62%**, and **55%** met STAAR standards, respectively, compared to **79%**, **70%**, and **72%** for Texas. **How DeSoto ACE Program will address identified needs.** DeSoto ISD, with limited after-school programs (sponsored by local funds) to serve its current 6,000+ elementary and middle school students of which **46%** are at-risk, is in a critical position to assertively resolve these matters and create an educational structure that offers a balanced education supporting **all learners** to improve academic performance, promotion rates, and graduation rates, creating a generation of college and workforce ready students. DeSoto ISD used a strategy formulation process to ensure that the most appropriate strategies and program services would address and remedy the needs of students and families. The planning process included a "needs inventory" conducted by surveying school campuses to identify current existing out-of-school services as well as gaps in services. Once gaps in services were identified, school educators, parents, students, and key partners initiated a planning process to design the most effective and appropriate out-of-school programs to remedy the identified at-risk factors as described in the scope of work.

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Amendment # (for amendments only): N/A

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weekday before and after school academic instruction. Research supports that students who participate in targeted and structured after-school academic programs demonstrate an increased knowledge in core academic competencies and performance. Several studies demonstrate that students who participate in after-school programs achieve higher grades and higher standardized test scores than students who do not participate in after-school programs (Shernoff, D., 2010). As such, the DeSoto ACE Program has been specifically designed to utilize this research, evidence, and best practices to provide educational and enrichment activities that complement and enhance academic performance, achievement, college readiness, workforce preparation (middle school), and positive youth development of participating students. To ensure that students are mastering TEKS and STAAR core academic concepts, the ACE Program complements daily learning and academic instruction with targeted extended day learning opportunities both before and after school. All 9 ACE centers will offer after school learning supports and intervention activities for students three hours per day, Monday – Friday. Tutoring and hands-on learning activities will be designed to support students in: • increasing proficiencies in core academic subjects; • meeting state and local academic achievement standards; and • ultimately graduate college and career ready. **Saturday Academies:** Evidence-based research and studies further indicate that increased parent involvement has a positive impact on the students' development and mastery of basic skills needed for future success in school. Research demonstrates that students with high parental involvement in their academic careers overall demonstrate significant higher grade point averages and mastery of basic skills (Topper, D., et al, 2011). Utilizing this research, the DeSoto ACE Program incorporates Saturday Academies four Saturdays per month from 9:00 am – 12:00 pm. Saturday Academies will: provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school; and allow parents to increase involvement in their child's learning and gain skills to effectively support student learning at home. **STEAM Summer Learning Institute:** Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J., 2011), the ACE Program will host a 6-week STEAM Summer Learning Institute. Focusing on STEAM fields (Science, Technology, Arts, Engineering, Math), the Institute will utilize methods of effective/promising programs (experiential learning techniques, field based instruction).

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DeSoto ACE Program is eager to enlist the support of volunteers of all ages to engage student participants in ongoing learning and enrichment activities and, as such, incorporates a peer education volunteer model. This model includes the establishment of a **Parent University** which will include trained and qualified parents, grandparents, and **senior citizens** to be effective volunteers in after-school, weekend, and summer activities with both students and parents. Many DeSoto ISD students are being raised or are watched after school by their grandparents. As a result, grandparents have valuable input and feedback regarding their grandchild's education. Research indicates that older adults are proving to be effective tutors and mentors and that senior individuals demonstrate key factors needed to make a difference in a youths' lives including patience, taking the time to listen to children, and the capacity to be responsible and show up consistently (United Way, 2015). As such, the DeSoto ACE Program will readily welcome and solicit the volunteer support of senior individuals. The ACE Program and **Parent University** will train qualified senior individuals to be effective volunteers after which the ACE Project Coordinator will match senior interests and abilities with available volunteer after school, evening, weekend, and summer opportunities. DeSoto ISD and collaborating partners will recruit senior volunteers from a wide range of organizations such as the DeSoto Community Senior Center, Retired Teachers Associations, local churches, etc. Senior volunteers will be trained in evidence-based after-school support strategies. Senior volunteer activities may include, but are not limited to: • student tutoring/homework assistance; • storytelling and reading support; • student writing projects; • arts and recreational activities; and • coordination of enrichment activities, family engagement events, and STEAM Summer Learning Institute. Senior volunteers may serve as chaperones during field trips and may assist with assisting the Site Coordinator in the transition of students from school to the ACE Program during after school hours. All volunteers must pass a criminal background check prior to working with students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Preliminary plan, strategies, and resources employed to sustain community learning centers. DeSoto ISD understands the importance of sustaining effective and much needed academic and enrichment programs – particularly when the programs directly affect the success and futures of at-risk and economically disadvantaged children and families. The DeSoto ACE Program has the endorsement and support of the district's top leadership, including the Board of Directors. As such, the district is committed to sustaining the DeSoto ACE Program at participating community learning centers after funding under this program ends as evidenced by a written letter of support for sustainability signed by the district's LEA (see attachment). Plans of sustainability of the ACE Program will be an ongoing focus of the district and its partners and began with program conceptualization during which time the district established the DeSoto ACE Program Advisory Council (Advisory Council). In addition to providing overall program and operational direction, the Advisory Council is charged with developing a realistic sustainability plan for the ACE Program. The first recommendation of the Advisory Council was to place the program in a division under which it could access resources and support from similar programs, thus establishing a strong organizational base for the initiative. As such, the district decided to house the ACE Program at the district office under the Division of Magnet and Innovative Programs where it will have access to an array of resources and student programs available within this division including USDOE GEAR UP and Investing in Innovation Fund (i3) grants, as allowable. All resources will supplement, not supplant local, state, or federal expenditures or activities. Additionally, DeSoto ISD and its partners will ensure that the needs of the community are driving this program and that the community is aware of what the unique and worthwhile services the program is contributing. **Strategies and plan for sustainability.** During Year 1, the Advisory Council will undertake an ongoing assessment of the community's local resources to identify and establish collaborative relationships with community partners (banks, businesses, community organizations, etc.) with the potential to support ACE programming through a variety of means. For example, the ACE Project Director and Advisory Council representatives will meet with local banking institutions to solicit future financial assistance, grant support, or volunteers to assist with workshops such as adult financial literacy, financing a college education, etc. Local businesses and community organizations will also be called upon to provide real-world learning opportunities that teach students new skills, civic responsibility, and social consciousness through both project-based and community-based service learning projects. The Advisory Council also created a plan for sustainability that includes the following strategies: • Establish collaborative relationships with community partners and Chamber of Commerce to support programming; • DeSoto ISD's Division of Magnet and Innovative Programs team will immediately begin efforts to research and identify additional corporate, foundation, and government grant funding opportunities to sustain program activities; • DeSoto ACE staff will work with collaborating partners to create a marketing and fundraising campaign through which successes will be highlighted and disseminated through various media outlets to attract potential funders; • the DeSoto ACE Program will host philanthropic engagement events, such as an open house, to showcase the program and solicit future funding from individual, corporate, and foundation donors; and • the DeSoto ACE Program will turn to current partners for in-kind services to support ongoing activities. Below is a projected annual timeline for the sustainability plan:

Month	Activity	Month	Activity
September 2016	Promote Tx 21 st CCLC grant award through various media outlets	September 2016 – August 2017	Work with partners to create marketing and fundraising campaign
September 2016 – August 2017	Establish collaborative relationships with community partners	September 2016 – August 2017	Host philanthropic events and fundraising events
December 2016 – August 2017	Research, identify, and apply for external grant opportunities	January 2016 – August 2017	Work with partners to pull resources to sustain program

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057906	Amendment # (for amendments only): N/A
<p>TEA Program Requirement 1: Community Involvement</p> <p>Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.</p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p><u>Plan for seeking continuous feedback and involvement from community stakeholders, community advisory council:</u> DeSoto ISD understands the importance of soliciting the support and continuous feedback and involvement from community stakeholders in the development and implementation of a successful after school, community-based program. As such, DeSoto ISD has prioritized the needs, demands, capacities, and assets of participating campuses for the planning, development, implementation, and monitoring of the proposed scope of work for continuous improvement measures. The stakeholder engagement of the ACE Program has occurred both at the LEA, campus and community levels. To ensure the inclusion of diverse perspectives during the development of this initiative, DeSoto ISD hosted focus groups with proposed partners, school administrators, teachers, educators, private businesses, institutions of higher education, and parents. From the onset each of these partners and stakeholders were involved in the planning and development of this out-of-school initiative and will continue to do so through the established DeSoto ACE Program Advisory Council. As previously discussed, during the conceptualization of the ACE Program the district established an Advisory Council which includes the participation of key district leaders (Superintendents, Campus Principals/Assistant Principals), community, partners, and stakeholders (parents, community members, etc.) with a vested interest in the ultimate success of this program. These stakeholders will not only play a critical role in the planning, implementation, guidance, and evaluation but will also have an essential role in the overall sustainability, scalability, and replication of the ACE Program. Additionally, these stakeholders will help increase community buy-in as well as increase the interest, awareness, and engagement of family members and community residents. ACE Program staff will regularly solicit involvement of the Advisory Council in service delivery and stakeholders will be asked to provide in-kind resources or services offered by each of their organizations to ACE Program participants. ACE Program staff will also solicit continuous feedback from stakeholders through routine surveys as well as Advisory Council meetings. Advisory Council members will be invited to visit ACE Program activities to witness programming, assess effectiveness and provide suggestions for improvement, providing them with deeper insight into services provided. Regular feedback will be systematically utilized in evaluation data, decision making, and marketing to determine if the DeSoto ACE Program is being effective to the community at large. In the event that issues or concerns are raised, the Project Director and local campus and district leadership will work collectively to immediately address the issue and incorporate suggestions and recommendations to enhance overall programming. <u>Stakeholder involvement in creating program awareness, evaluating program effectiveness, and sustainability:</u> Through its current federally-funded educational grants (GEAR UP, i3), DeSoto ISD has an exceptionally strong history of working in partnership with service organizations, systems agencies, artistic and recreational programs, and other community-based organizations throughout DeSoto, Texas. Many of these organizations are also key stakeholders in the implementation of the ACE Program. The DeSoto ACE Program has and will continue to call upon these collaborating community partners and stakeholders to participate in the Advisory Council to actively support program awareness throughout the community by participating in an extensive marketing and outreach campaign. Partners will be asked to assist in program promotion, fundraising efforts, and community outreach initiatives by disseminating newly developed ACE Program marketing materials through: • direct mail-outs to student/families; • posting information on social media outlets (partner websites, Twitter, Facebook, etc.); • advertisements in local newspapers; • information booths at community events, recreation centers, and sports complexes; and • Open House sessions in which interested families can visit the school and meet students and teachers. As possible, stakeholders will also be asked to provide in-kind support through services and support the evaluation of program effectiveness through partner surveys. <u>Advisory Council planned membership/ Participating Organizations:</u> The DeSoto ACE Program Advisory Council includes the participation of key district leadership (Superintendents, Campus Principals/Assistant Principals), school staff, educators, and counselors, community partners, and stakeholders including parents and community members. Participating organizations include those partners assisting with the delivery of ACE Program services including the following: Practical Parent Education, Child and Family Center, Workforce Solutions, Wells Fargo, Texas Trust, DeSoto Arts Commission, DeSoto Parks and Recreation, Mary Louise School of Dance, Lancaster School of Music, YMCA, and Texas Instruments.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Managing components of the grant while adhering to grant requirements and providing high-quality programming for all participants. DeSoto ISD, as the lead and fiscal agent, has the sole responsibility of administering and managing the Texas 21st CCLC grant. Currently managing several federally-funded USDOE educational grants, DeSoto ISD is well adept at managing large educational programs, coordinating service delivery, and adhering to federal and state requirements while ensuring and providing high-quality programming for its participants. As such, the district has established a comprehensive management plan that includes all necessary management elements and control functions to ensure an effective and efficient program including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age-appropriate, and culturally relevant instructional services to participants. **Management Infrastructure:** DeSoto ISD and the 9 participating schools pledge their commitment, personnel, resources, facilities, work space, and active participation to ensure the DeSoto ACE Program is an integral part of its daily operations and administrative procedures. Through this design, DeSoto ISD will collaborate with internal federal, state, and local programs to maximize resources for its target population. Supervised by the Executive Director of Innovative Programs and Guidance and Counseling, the ACE Program will hire a full-time Project Director to provide the overall leadership and oversight to ensure high-quality programming is being implemented to all participants. Site Coordinators at each Center (9) will be hired to coordinate and ensure high-quality project services are being implemented effectively at each ACE Center and will regularly monitor Centers onsite to observe service delivery. Each Site Coordinator will be responsible for supervising all phases of the program at their respective campuses. A Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming at each site. Teachers will be hired to deliver high-quality instruction to participating students aligned to classroom instruction while para-professionals and tutors will be brought on board to provide additional coaching, guidance, and support to students and parents. **Operational Plan:** DeSoto ISD will implement an operational plan which will include the routine input of district administrators, educators, ACE Program staff and Advisory Council members, and additional stakeholders. Routine feedback will be utilized regularly to refine, evaluate, and oversee the program activities to ensure strategies and objectives are accomplished as planned. Site Coordinators will also establish Campus Leadership Teams at their respective Centers which will include the participation of the principal, teachers, curriculum specialists, ACE staff, parents, and students. Feedback will be solicited from this team to support continuous program improvement. **Program and Fiscal Monitoring:** The ACE Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement of outcomes. The timeline, outcomes, and program data will be reviewed monthly with key DeSoto ISD administrators and ACE staff, as well as with the Advisory Council and key stakeholders quarterly, to review program strengths, deficiencies, and appropriately guide effective decision-making. When milestones are not met, the teams will develop an action plan. The Project Director will also work with DeSoto ISD's finance department to track and oversee project expenditures. This will include regular meetings with the finance department to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources. **Communication among project staff and provision of ongoing training and support.** Successful management requires a clear and efficient planning, coordination, and communication structure for all involved, including participants. To maintain accountability and to ensure the program is being effective and efficient, the ACE Project Director will maintain a high level of open and clear communication and work closely with staff, educators, and stakeholders to ensure full implementation and oversight of program activities. The Project Director, staff, and partner service providers will meet weekly to review campus level data for data driven decision making, to assure student safety at every level, and to assess program progress, accomplishments, challenges, and areas needing immediate attention for program improvement. The Advisory Council will be briefed quarterly on ACE operations. The Project Director will require daily email updates from staff and service partners as to the progress, potential obstacles, and lessons learned and to plan ongoing activities. DeSoto ISD will require ACE Program staff and educators to participate in regular year-round capacity building activities to continue updating their knowledge, skills, attitudes, and approaches. The Project Director, Site Coordinators, and Family Engagement Specialist will attend grants management training as required by TEA.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: DeSoto East Middle School
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9 digit campus ID#	057906041	Distance to Fiscal Agent (Miles)	0.7 miles
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Grade Levels to be served (PK-12)	6 – 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
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Number of Regular Students (attending 45 days or more per year) to be served:	150
--------------------------------------------------------------------------------------	------------

Number of Adults (parent/ legal guardians only) to be served:	40
----------------------------------------------------------------------	-----------

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: DeSoto West Middle School
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9 digit campus ID#	057906042	Distance to Fiscal Agent (Miles)	2 miles
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Grade Levels to be served (PK-12)	6 – 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
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Number of Regular Students (attending 45 days or more per year) to be served:	160
--------------------------------------------------------------------------------------	------------

Number of Adults (parent/ legal guardians only) to be served:	50
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 057906			Amendment # (for amendments only): N/A	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: McCowan Middle School		
9 digit campus ID#	057906043	Distance to Fiscal Agent (Miles)		3.6 miles
Grade Levels to be served (PK-12)	6 – 8			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			170	
Number of Adults (parent/ legal guardians only) to be served:			60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Cockrell Hill Elementary		
9 digit campus ID#	057906107	Distance to Fiscal Agent (Miles)		2.8 miles
Grade Levels to be served (PK-12)	K – 5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 **Center Name: Frank D. Moates Elementary**

9 digit campus ID# 057906108 **Distance to Fiscal Agent (Miles)** 2.8 miles

Grade Levels to be served (PK-12) K – 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	140
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 **Center Name: Northside Elementary**

9 digit campus ID# 057906103 **Distance to Fiscal Agent (Miles)** 2.3 miles

Grade Levels to be served (PK-12) K – 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Woodridge Elementary		
9 digit campus ID#	057906109	Distance to Fiscal Agent (Miles)	1.9 miles
Grade Levels to be served (PK-12)	K – 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: Ruby Young Elementary		
9 digit campus ID#	057906102	Distance to Fiscal Agent (Miles)	1.4 miles
Grade Levels to be served (PK-12)	K – 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	130
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9 **Center Name: The Meadows Elementary**

9 digit campus ID# 057906106 **Distance to Fiscal Agent (Miles)** 2.6 miles

Grade Levels to be served (PK-12) K – 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
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Number of Regular Students (attending 45 days or more per year) to be served:	120
--------------------------------------------------------------------------------------	------------

Number of Adults (parent/ legal guardians only) to be served:	30
----------------------------------------------------------------------	-----------

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NOT APPLICABLE			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10 **Center Name:**

9 digit campus ID# **Distance to Fiscal Agent (Miles)**

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
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Number of Regular Students (attending 45 days or more per year) to be served:	
--------------------------------------------------------------------------------------	--

Number of Adults (parent/ legal guardians only) to be served:	
----------------------------------------------------------------------	--

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. DeSoto ISD is committed to ensuring the effective and efficient coordination of the ACE Program with schoolwide programs under ESEA Section 1114, which states, in general, that a local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children enrolled in the school are from low-income families. The ACE Program will further coordinate with state compensatory education programs under Texas Education Code §29.081 which supplement the regular education program with compensatory, intensive, and/or accelerated instruction to students at risk of dropping out of school or who meet statutory eligibility criteria. **Identification and recruitment and retention of students most in need of academic assistance.** DeSoto ISD recognizes the importance of engaging students and their parents to participate in after-school programming. As such, extensive outreach efforts will be implemented through each ACE Center. The DeSoto ACE Program is directly aligned with the ACE Program's Critical Success Model which includes targeting, recruiting, and retaining students and families who are most in need of assistance in meeting state requirements for advancing to the next grade and graduating from high school. Students needing the most academic assistance will receive priority for participation at each ACE Center. To recruit target students, ACE Program staff will conduct a systemic selection and recruitment process of students identified to be at most need of academic assistance. Primary recruitment of participants will be accomplished by student referrals from classroom teachers, counselors, and administrators who have evaluated the students' STAAR assessment scores from the previous school year, benchmark results, and grades in core subjects. Parents, local public schools or community organizations can also refer students. Recruitment priority will be given to students: • needing the most academic assistance; • who have failed to perform satisfactorily in core subject areas; and • have failed or are at risk of failing the STAAR assessment. Extensive outreach and recruitment strategies will include: • identifying students who are at risk of academic failure based upon the previous years' grades and STAAR scores; • inviting high-risk students to an introductory session on ACE Program activities; • disseminating newsletters, program brochures, and in-school announcements for student and parents; • posting flyers in classrooms and throughout the community; • conducting program outreach through classroom presentations; • disseminating project invitation letters and providing parent meetings with students identified in most need of academic services; • conducting presentations at parent open house sessions and Back to School Night; • public service announcements; and • marketing the ACE Program through DeSoto ISD's and partnering organization's websites and social media outlets (Twitter, Facebook, etc.) The ACE Project Director, Site Coordinators, and Family Engagement Specialist will work intimately with school personnel, teachers, counselors, and stakeholders to identify and encourage low performing students and their parents who are most at-risk of failing, dropping out, with high absenteeism, a variety of disciplinary violations, and with numerous behavior issues to participate in the ACE Program. Referral forms will identify areas of special needs for each student based on classroom and/or benchmark performance and additional testing data. Bilingual information will also be disseminated to students, parents, teachers, and throughout the community. **Plan for retaining students in program.** DeSoto ISD and its partners recognize the unique needs of students and parents and will employ strategies that are more likely to retain students at each Center including: • age and developmentally appropriate academic supports and enrichment opportunities; • helping students and families make the connection between frequent participation and positive outcomes; • reaching out to students and families in their schools, homes, and communities; • building relationships with parents and families; • seeking parent input/involvement in design, decisions, and scheduling of project activities; • offering an array of high-interest activities and give students an opportunity to explore new activities based on their level of interest; and • challenging students to identify their full mental and physical potential (David A. Sousa, 2003). To further retain students, the ACE Program will offer engaging and fun enrichment activities to compliment academic support and will regularly celebrate the academic successes of students as a reminder that their hard work is proving beneficial. ACE Program staff will also regularly solicit student and parent feedback to ensure the program meets their ongoing needs. Site Coordinators will compile monthly progress reports, six-week, and semester grades data to monitor student progress, validate that program activities are proving beneficial to the students, and to encourage ongoing retention and participation of youth.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Operating Schedule. The DeSoto ACE Program will be hosted at 9 campuses/community learning centers throughout the district including 3 middle schools and 6 elementary schools. The program will annually serve a total of 1,260 students in grades K – 8 and 360 parents. ACE Program activities will begin effective September 6, 2016, and will continue through Fall 2016, Spring 2017, Summer 2017 and ongoing thereafter, resulting in 39 total weeks of service.

Regular School Year Schedule: ACE Program services will be implemented for a minimum of 3 hours per day, Monday – Friday and 3 hours on Saturday (18 hours per week) for 33 weeks during the regular school year. ACE Program regular school year activities will begin effective September 6, 2016, and will continue through the last day of school on June 1, 2017. The program will not operate during school holidays, the Winter Break, or Spring Break. Provided below is a regular school year schedule for DeSoto ACE Program Centers.

Weekday Schedule (Monday – Friday)	Activity
6:45 AM – 7:45 AM Elem/Middle School	Morning tutorials
3:30 PM – 4:30 PM (Elementary)	Check-in/Snack, tutoring/homework assistance, literacy/numeracy development, Science activities, study skills, STAAR preparation, etc.
4:00 PM – 5:00 PM (Middle School)	
4:30 PM – 5:30 PM (Elementary)	
5:00 PM – 6:00 PM (Middle School)	Social-emotional learning, project-based enrichment activities (legos, robotics, etc.), game time, dance, arts, music, recreation/sports/fitness, leadership/civic skills, college/career awareness
Saturday Academies	Activity
9:00 AM – 12:00 PM	Student and parent skills building, academic support, family-focused enrichment activities, service learning, adult learning (literacy, education)

Summer Schedule. The ACE Program will also provide an annual STEAM Summer Learning Institute for 6 weeks from June 12, 2017 – July 21, 2017. The Institute will operate Monday – Thursday for 4 hours per day (8:00 am – 12:00 pm).

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for ensuring safety in the program at all times. At DeSoto ISD, the safety of all students, parents, and educators is a top priority. To ensure the safety of all program participants, each student will be required to complete a 21st CCLC application that will require detailed information (Name, class and transportation, responsible party, cell or home phone, address, emergency contact, etc.) prior to enrolling and participating in the ACE Program. Students will also be required to demonstrate parental consent to participate. Each center will limit the number of open doors that are accessible to outsiders once the normal school day has ended. Each Site Coordinator will oversee after-school, weekend, and summer activities in limited areas of the school building. The Site Coordinator will keep written records of scheduled use, contracts and agreements, facility use, emergency policies and procedures, and related issues. Emergency protocols for any unanticipated incidents will be implemented at each center in accordance with approved district emergency policies and procedures. **Off-Site Safety.** During ACE Program activities located in areas other than the home center site such as off-site field trips or educational activities, DeSoto ISD will provide transportation of students to and from the site back to the home center. During off-site excursions, bus safety policies will be enforced as well as required student to adult supervisory ratios. **Sign-In and Sign-Out Procedures.** Each center will also have a sign-in and sign-out procedures which would include the early-release and late-arrival procedures, at each center. Sign-in and sign-out sheets will require the signature of a previously designated parent or guardian, as well as sign-in and sign-out date and time, and will serve as auditable records for attendance compliance. Parents/guardians must enter the building to pick up and sign-out their students. Participants will be released to authorized persons only. Persons on file, but not known to the staff, who are picking up students will be asked to show identification. Other sign-out procedures may be arranged but must be in writing and approved by the Site Coordinator one day in advance. With written permission, middle school students have the option of walking home when the program closes for the evening. To ensure the safety of students being picked up or walking, all DeSoto ACE Centers have staff that monitor the arrival and departure of all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aligning activities with school day curriculum. The DeSoto ACE Program will ensure that supplemental student academic support programs are aligned with the school day curriculum. The Project Director and Site Coordinators will work in partnership with DeSoto Superintendents, Principals and key staff (teachers, curriculum specialists, etc.) to ensure all activities and evidence-based practices compliment and are appropriately aligned with current school programming. Prior to implementing new out-of-school research based activities and curricula, ACE staff will ensure that activities appropriately: • incorporate TEKS; • address STAAR focus areas and student academic achievement standards; • align with current classroom activities; • address behavioral needs of students; and • engage families in out-of-school learning. School teachers and educators will be encouraged to provide ongoing feedback and recommendations to respective Site Coordinators through routine communication, student progress reports/notes, and staff surveys. **Exposing students to meaningful academic content that supports TEKS mastery.** The DeSoto ACE Program is specifically designed to support students identified in most need of academic assistance with a wider range of engaging and meaningful academic activities. Identified students will receive supplemental after school, weekend, and summer academic support incorporating evidence-based curricula and interventions. Activities are designed to support students in meeting academic achievement standards in core academic subjects such as Reading and Math. To ensure the academic success of participating students and support student academic achievement, the ACE Program is aligned with the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Academic enrichment activities will expose students to meaningful learning through: • targeted, TEKS aligned, evidence-based academic interventions, enrichment, tutoring, and homework support for students identified in most need of academic assistance; • Saturday Academies which engage parents/students in supplemental learning opportunities; • an engaging, educational, and interactive 6-week STEAM Summer Learning Institute to support continued learning and minimize summer learning loss; and • development of Individual Education Plans incorporating supplemental out-of-school academic activities and goals for participating students. **Opportunities for youth to practice skills through engaging/interactive activities.** DeSoto ISD understands that having students and families engaged in the out-of-school time program is one of TEA's critical success factors to ensure program success. As such, the DeSoto ACE Program allows youth to learn and practice skills through engaging educational instructional strategies which complement the student's regular academic program such as • interactive instruction; • project-based learning; • inquiry-based learning; • cooperative grouping; and • service learning. The DeSoto ACE Program has the unique capacity to offer varied instructional strategies through the support of the district's T-STEM (Science, Technology, Engineering, and Math) Academy and i-STEAM3D initiative. Funded through the USDOE Investing in Innovation (i3) Fund, the iSTEAM3D takes the STEM and adds the arts – STEAM – with the 3D standing for “discovering, designing and developing.” Both initiatives utilize engaging, evidence-based Project Based Learning (PBL), grounded in learning theories such as situated learning, constructivism, and self-directed and cooperative learning (Kwan, 2009), as the crux of their instructional models while the i-STEAM3D capitalizes on students' artistic and analytical learning capabilities. Research shows that compared to traditional instruction, PBL raises long-term retention of content, helps students perform as well or better than traditional learners in tests, and improves problem-solving and attitudes towards learning (Strobel & van Barneveld, 2009). In fact, students participating in the iSTEAM3D Academies outperform their non-participating peers in meeting STAAR standards. The program will utilize the expertise of educators from these initiatives to create supplemental academic activities that further engage students in learning while providing a strong foundation in the knowledge and skills necessary for success in the 21st Century. **Plan for using evidence-based practice and local data to meet student needs and achieve desired campus/student outcomes.** To ensure the ACE Program continuously provides students and families with services and activities that achieve desired campus and student outcomes including improving student academic achievement, growth, and performance, program staff will regularly collect and assess objective data such as stakeholder interviews (students/parents), evaluation findings, and campus and student-level data sets (STAAR, grades, benchmarks, etc). All learning and developmental activities chosen for each center will be driven by evidence-based research (PBL, inquiry-based learning, etc.) and evaluation data/results.

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Amendment # (for amendments only): N/A

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Adapting instruction to meet academic and development needs of at-risk students. The DeSoto ACE Program is uniquely designed to support elementary and middle school students identified in most need of academic assistance with a wide range of engaging academic supports and enrichment activities. Identified students will receive supplemental after school, weekend, and summer academic support incorporating evidence-based curricula and interventions. To ensure the academic success of participating students and support student academic achievement, ACE Program activities will be aligned with Texas Essential Knowledge and Skills (TEKS) and State of Texas Assessment of Academic Readiness (STAAR). All ACE Program activities will reinforce and complement the regular academic program of participating students and will be balanced across Texas ACE's four core components: • Academic Assistance; • Enrichment; • Family and Parental Support Services; and • College and Workforce Readiness. Program activities and services will be steered by the Texas Ace Blueprint Four-Component Activity Guide which establishes a foundation for improving student success. Activities in each of the four components will be provided by each center and will focus on areas of need as determined by community and campus needs assessments. Activities will consist of: • an educational and literacy/numeracy element and • an educational enrichment element. The Project Director and the Site Coordinators will work closely with campus Principals, teachers, and educators to integrate program elements with the school's curriculum, instruction, and learning support activities. Based on ongoing assessment of student needs, the educational elements will provide tutoring and/or homework assistance including literacy and numeracy development designed to help students meet STAAR standards in core academic subjects. To support student academic achievement the ACE Program will provide: • targeted, TEKS aligned, evidence-based academic interventions, enrichment, and tutoring to students identified in most need of academic support; • Saturday Academies which engage parents and students in supplemental learning opportunities; and • an engaging, fun, and educational 6-week STEAM Summer Learning Institute to support continued learning and minimize summer learning loss. Site Coordinators will also develop Individual Education Plans incorporating supplemental out-of-school academic activities and goals for participating students, particularly those at risk of academic failure. The ACE Program's educational enrichment element will offer an array of additional services, programs, and activities that further reinforce and complement the school's academic program including, but not limited to: • project-based learning activities; • positive youth development strategies; • visual and performing arts; • recreation, sports, and fitness promotion; • educational field trips; • college awareness; • workforce readiness and preparation (middle schools); and • community service-learning. Activities will be chosen for each Center based on evidence-based research, student performance data, external evaluation results, and student/parent feedback. To accommodate broad differences in student skills, learning styles, and diverse cultural backgrounds, the ACE Program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly students who are at risk of academic failure or dropping out of school. Students identified as at risk of low performance will receive: • more individualized attention through both small group and one-on-one learning and homework support provided by experienced tutors and teachers; • enriched academic instruction to increase grade-level proficiency or receive credit recovery; • instructional scaffolding based on learning styles and needs; • access to online, age-appropriate, and culturally sensitive instructional materials and assessment instruments; • academic support services including peer study teams, technology-based skills-building lessons, how-to-study strategies, etc.; and • access to intensive after-school and Saturday structured study sessions to help them acquire essential skills and knowledge in core subjects. In some instances teachers may assist ACE staff in student- and family-centered assessment to adapt instruction for students with special learning needs. **Planned staff to student ratios for proposed site.** DeSoto ISD recognizes the importance of staffing the ACE Program with highly qualified and experienced personnel while, at the same time, ensuring sufficient staffing to support individual and small-group instruction for students with higher academic needs. As such, the ACE Program will consist of the following positions: • 1 Project Director; • 1 Family Engagement Specialist; • 1 para-professional; • 9 Site Coordinators (1 per center); and • 36 part-time tutors/teachers (4 per center). The following positions will also support the ACE Program at no cost to the program: Executive Director, Innovative Program/Guidance Counseling at 5% effort; 3 Middle School and 6 Elementary School Principals at 5% effort; and classroom teachers at 3%. ACE Program staffing will be supported by volunteers, resulting in maximum student to staff ratio of 22:1.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057906

Amendment # (for amendments only): N/A

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DeSoto ISD will hire a highly qualified and experienced Family Engagement Specialist (FES) to support the needs of participating students, parents, and families. Utilizing previous experience and best practice models, the FES will implement a Parent University at each center. The Parent University will be an engaging parent education program designed to promote and support parents in increasing their overall involvement in their child's education and academic career. The Parent University will also provide an ongoing learning environment through which parents can learn new parenting and communication skills and receive information regarding their child's current and future education opportunities. Activities will include developing a coordinated parent network that empowers parents through personal growth and development. To ensure the effective use of resources, the FES will work in partnership with the ACE Project Director and Site Coordinators to:

- assist in the recruitment of students and families identified as most in need of service;
- encourage family/parental involvement in the ACE Program as well as in their schools;
- provide ongoing educational support programs to family members, parents, and/or legal guardians of students enrolled in the ACE Program
- plan and organize engaging parent workshops during weekly Saturday Academies
- work closely with at-risk students and their families to ensure they receive continued support to achieve their educational goals;
- inform families of available community resources; and
- solicit and recruit parent and community volunteers at each center.

The FES will also work in partnership with collaborating partners to connect ACE Program parents and families with information and resources available to them throughout the community to support their child's ongoing educational development. Coordinated by the FES, ACE parenting program services will include engaging parents in adult learning and literacy activities including, but not limited to: GED, financial literacy, adult basic education, college awareness activities, financial aid education, and youth career exploration. Parent educational capacity building trainings will be available to parents throughout the school year during Saturday Academies and as part of the STEAM Summer Learning Institute. Parents will further be engaged through participation in ACE Program educational field trips as well as visits to local colleges and universities.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall (Urban Education, July 2012). Yet both schools and parents struggle with how to establish and sustain ongoing parental involvement. Therefore, the DeSoto ACE Program Family Engagement Specialist (FES) will possess a key and essential role in the program's parental and family involvement component. As an advocate of parents, the FES will be responsible for ensuring equitable and transparent access is offered to all sponsored parent educational opportunities and activities at all 9 community learning centers at all times. The FES will actively work with the ACE Project Director and Site Coordinators to plan effective family recruitment and parental involvement strategies that will appeal to DeSoto ISD's parent and family community. Utilizing research-based, proven-effective strategies, the FES and ACE team will develop an extensive parent and family recruitment plan. A primary component of parent engagement will include the development of the Parent University. Facilitated by the FES and led and operated by parents, the Parent University will provide support in implementing an extensive parent recruitment campaign which will include the dissemination of information throughout the community via informational flyers/ brochures, social media outreach, informational booths at Back to School Night and New Student Orientation, presentations at various school events and at monthly PTSA meetings, etc. All information will be provided in both English and Spanish. The Parent University will also be actively involved in decision making regarding ACE Program services and activities topics for both parents and students. Parent surveys will also drive programming selections offered at each center. To continuously engage and involve parents in student learning, Parent University engagement activities will be offered during ACE Program Saturday Academies which will be offered from 9:00 am – 1:00 pm every Saturday of the month beginning upon commencement of the program. Parents will also be encouraged to volunteer and assist with academic, enrichment and extra-curricular activities occurring at each site as well participate in ACE Program educational field trips including trips to local colleges and universities.

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Amendment # (for amendments only): N/A

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As previously discussed, there is overwhelming evidence that parent involvement positively affects student achievement for ALL grade levels. A California State University meta-analysis of 51 studies examining the relationship between various kinds of parental involvement programs and the academic achievement of pre-K through 12th-grade school children. Results indicated a significant relationship between parental involvement programs overall and academic achievement, both for younger (pre-K and elementary school) and older (secondary school) students. Parental involvement programs, as a whole, were associated with higher academic achievement (Urban Education, July 2012). In alignment with these findings, and utilizing comprehensive campus and community needs assessment data, the DeSoto ACE Program has allocated both Texas 21st CCLC funds and leveraged resources to provide an all-inclusive out-of-school program that will offer academic and extra-curricular opportunities to primarily at-risk and low-income students as well as rich engaging activities and programs for their families. **Family engagement activities.** The Parent University, in collaboration with Family Engagement Specialist (FES) and ACE Site Coordinators, will lead, guide, and provide suggestions for the family engagement activities. Understanding that each site is unique in climate, culture, needs, and expectations, the FES will utilize parent survey results and collaborate with each Site Coordinator and school representatives (Principals, teachers, counselors, etc.) to ensure the proposed family activities and programs are suited for their specific center. Data from the parent survey conducted as part of the Community Needs Assessment indicated a need for: • college preparation programs for youth and adults (74%); • opportunities to learn more about what their child is doing in school (76%); • how to help their children with their academic studies (72%); and • how to better prepare their child for success in college and career (79%). Throughout the school year, the DeSoto ACE Program will provide parents with opportunities to address these needs through active and meaningful engagement in their child's education. For example, parents will be provided with informative educational workshops on a variety of topics that will assist them in supporting their child's academic growth including, but not limited to: • parenting skills; • child/youth development; • educational advocacy; • parent/child communication skills; • teacher/parent communication; • accessing student grades and resources online; • providing support at home to help children succeed in school; etc. Parenting workshops provided in partnership with Practical Parent Education and the Child and Family Guidance Center, will be designed to maximize the role parents play in their child's education. The DeSoto ACE Program will also host multiple interactive family engagement events throughout the school year, including educational field trips and visits to local colleges and universities. An ACE Program Open House will provide a venue through which parents can learn about program services and activities. Cultural and holiday events such as Hispanic Heritage and Black History month celebrations and Family Thanksgiving Dinner nights will provide parents and students with festive opportunities to actively engage with one another in appreciation of various cultures and holidays. During Saturday Academies, students and their parents will also have an opportunity to participate in a wide array of fun interactive recreation, wellness, artistic, and hands-on learning activities provided in cohort with partners such as the DeSoto Arts Commission, Mary Louise School of Dance, Lancaster School of Music, and YMCA. **Literacy and related educational development.** Parent survey results also demonstrated a need and desire for parents to gain additional literacy and educational skills. As such, the ACE Program will partner with local resources such as Dallas County Community College, Workforce Solutions, Wells Fargo, Texas Trust, etc. to offer parents skills building opportunities which may include: Financial Literacy, Adult Basic Education, GED, Computer Training, College Awareness/ Readiness, Career Exploration, Employability and Job Skills Training, etc. The FES and Parent University will also create a list of local service providers from which parents may access additional literacy and educational resources and support, as needed. **Addressing the needs of working families.** To address the needs of working families, parent engagement activities will be offered during ACE Program Saturday Academies from 9:00 am – 12:00 pm every Saturday of the month beginning upon commencement of the program. Further, the FES will closely evaluate Parent surveys and feedback to ensure that programming topics, times, and locations are effectively meeting the needs of working families. The FES will work with the Project Director, Site Coordinators, and Parent University to develop a systematic plan to gather ongoing information about family needs throughout the year to ensure that program activities continuously respond to ACE working families' needs.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057906

Amendment number (for amendments only): N/A

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057906

Amendment number (for amendments only): N/A

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 057906

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 057906

Amendment number (for amendments only): N/A

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

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Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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